

# UNIT FOUR

## BALANCE

# LIGHT AND DARK EXPLORING SHADOWS



Image Courtesy of: <http://office.microsoft.com/en-gb/images/results.aspx?qu=scales+for+balance&origin=FX010132103#pg:7>

## Unit 4: Balance

### Focus: Light and dark exploring shadows

Whole class activity  
Pairs work  
Independent work

#### **Year groups:**

1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> class

|  |  |
|--|--|
| <b>Curriculum links:</b> Strands and Strand Units    |  |
| English: Competence and confidence in using language | Oral language: developing competence and confidence in using oral language |
| Visual Arts: Drawing                                 | Making drawings<br>Listening and responding                                |
| SPHE: Self-identity                                  | Self-awareness   |
| ICT  | Using computers or the interactive whiteboard to investigate shadows.      |
| SESE: Energy and Forces                              | Light  |

**Learning Objective:** To investigate shadows outdoors.

**Success Criteria:**

To talk and listen to each other's ideas about shadows.

To think about how shadows are made and why they change shape and position throughout the day.

To work together to chalk out the shadows.

**Resources:** Outdoor space, chalk and a sunny day! Health and Safety – ensure the children are aware of the dangers of looking directly at the sun. An interactive whiteboard or computers for the class.

# LIGHT AND DARK EXPLORING SHADOWS



Image Courtesy of: <http://office.microsoft.com/en-gb/images/results.aspx?qu=scales+for+balance&origin=FX010132103#pg:7>

## Lesson introduction:

This lesson would work well on a sunny day, where the children can see their own shadows.

\*Health and Safety: If working outside ensure that the children are aware that they should not look directly at the sun, as it may damage their eyes. Sun protection and hats may be worn to protect the children from the sun.

**Starter:** Ask the children to describe a shadow to their talk partner or the child sitting beside them. Listen to the children's ideas about shadows. How are shadows made? Does everything have a shadow? Did Walking Man have a shadow? Explain to the class that we are going to investigate our own shadows outside. Ensure the children know not to look directly at the sun as they could damage their eyes.

## Main activity:

1. Bring the class outside to the playground, early in the morning if possible, so that the investigation can take place over the day. Ask the children if they can see any shadows on the ground? What are shadows made from? When can we see our shadows? Do our shadows stay the same size all the time?

2. In threes, ask the children to work together to chalk out each other's shadow. One child's shadow can be chalked by two children. Then swop around so that each child's shadow is chalked on the ground. The children may draw a picture of a shape in their shadow so they can check how and where their shadow moves during the day.

3. Explain to the children that you will come back later in the day to investigate if their shadows have moved.

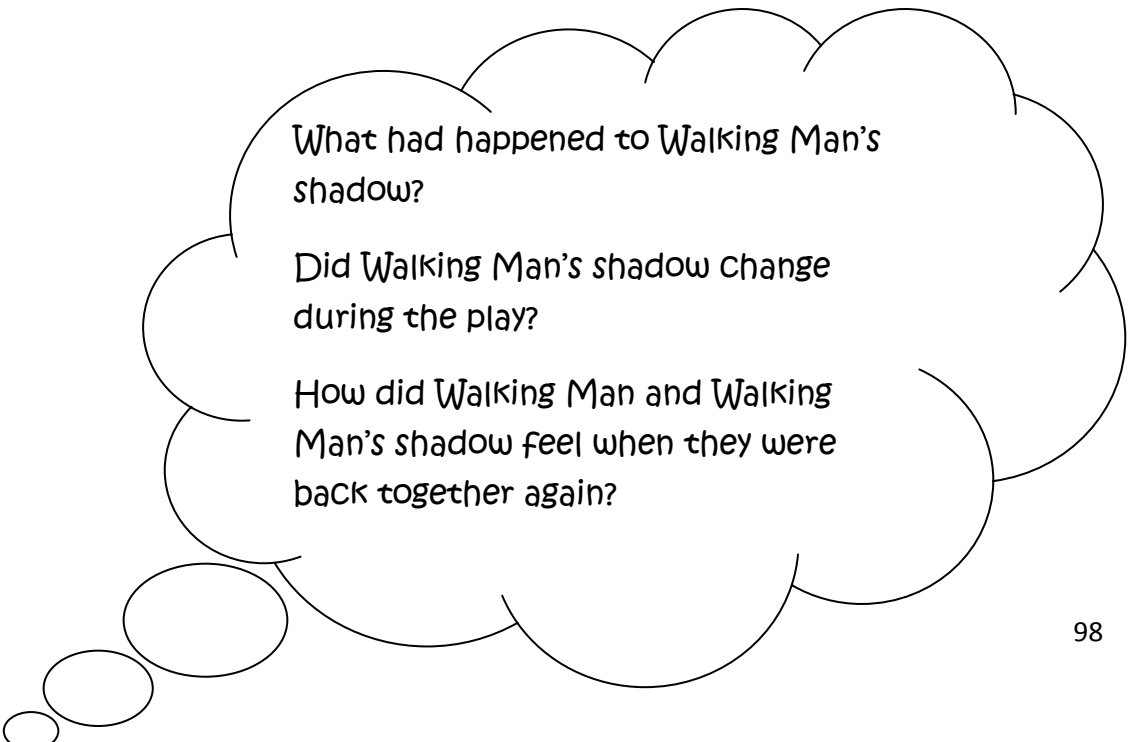
4. Try to investigate the shadows at least twice during the day. Ask the children if their shadows are longer or shorter or have moved at different times of the day. Note the times and the children's reasons for why shadows may have moved.

### **Plenary:**

Show the children the Light and Dark Ks2 Bite size game on the BBC website which illustrates how and why shadows move and change in size during the day. Encourage the children to investigate their reasons for the shadows moving using this BBC Schools link. [http://www.bbc.co.uk/schools/ks2bitesize/science/physical\\_processes/light\\_shadows/play.shtml](http://www.bbc.co.uk/schools/ks2bitesize/science/physical_processes/light_shadows/play.shtml)

Follow the on screen instructions, the games look at how shadows are made and encourage children to think about different lights sources. This activity could be carried out as a whole class group activity using the interactive whiteboard and then as an investigation for the children independently using mini laptops or computers in the computer suite.

### **Follow-on discussion linked with *Walking Man*.**



What had happened to Walking Man's shadow?

Did Walking Man's shadow change during the play?

How did Walking Man and Walking Man's shadow feel when they were back together again?

# MIRRORING MOVEMENTS



Image Courtesy of: <http://office.microsoft.com/en-gb/images/results.aspx?qu=scales+for+balance&origin=FX010132103#pg:7>

## Unit 4: Balance

### Focus: Drama activity using mirroring

Whole class activity  
Pairs work  
Independent work

**Year groups:**  
1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> class

|   |   |
|---|---|
| <b>Curriculum links:</b> Strands and Strand Units                               |   |
| English: Competence and confidence in using language                            | Oral language: developing competence and confidence in using oral language                              |
| Visual Arts: Drawing  | Making drawings<br>Listening and responding   |
| SPHE: Self-identity   | Self-awareness  |
| Physical Education: Dance   | Exploration, creation and performance of dance  |
| Drama: Drama to explore feelings, knowledge and ideas, leading to understanding | Exploring and making drama<br>Reflecting on drama<br><br>Co-operating and communicating in making drama |

**Learning Objective:** To work with a partner to mirror each other's movements.

**Success Criteria:**

To talk and listen to each other's ideas about how to carefully mirror each other's movements.  
To work together to create a mirror of each other's movements, like shadows.

**Resources:** An open space to mirror each other's movements.

# MIRRORING MOVEMENTS



Image Courtesy of: <http://office.microsoft.com/en-gb/images/results.aspx?qu=scales+for+balance&origin=FX010132103#pg:7>

Lesson adapted from: Evans, C. (1992) An Usborne Introduction, Acting & Theatre, London, Usborne.

Health and Safety: Ensure a large and open space is cleared and ready before beginning this activity with the class.

## **Lesson introduction:**

Welcome the class. Explain the learning objective to the class and share the success criteria.

**Starter:** In an open space which must be cleared prior to beginning the movement work, encourage the children to move around the space. Use different words to describe walking around the space. Ask the children to curve around the space with their walk, to move across the room walking slowly, on tip toe, move in zigzag walks around the room. To encourage the children to work with different people in the class, ask the children to move into groups of four, then to walk around the space, next move into groups of five, walk around the space, next into pairs. The pairs will be their partners for the next activity.

## **Main Activity**

1. Ask the children what do people see when they look in the mirror? (Their reflection) What happens when you move your arm while looking in the mirror at your reflection, what does your reflection do? It also moves. In pairs, the children will mirror or copy each other's movements. Demonstrate an action for the class, for example, brushing your teeth. Ask the

children to mirror or copy your movement as closely as possible. Try slow movements to begin with.

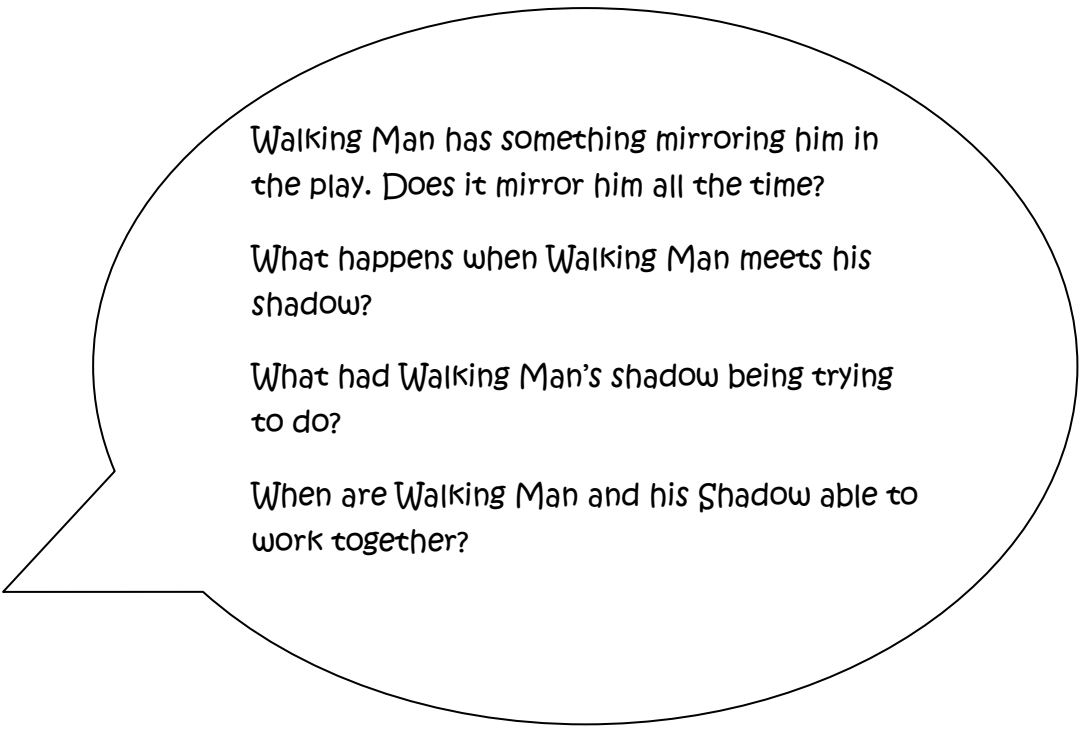
2. Ask the pairs to choose an A and B. The A's begin a slow movement, perhaps miming brushing their teeth too. The B's follow A's movement as carefully as they can. Explain to the class that the pairs need to work really carefully so that if an audience looked they wouldn't know who A or B were because they would be mirroring each other's movements so carefully. Swop over and B leads and A follows.

3. Next encourage the children to play the mirror game. A and B stand facing each other like looking in the mirror. This time B begins the movement, try slow movements, begin to move around the room slowly following each other. A and B can swop as they move around the room.

### **Plenary:**

Ask the children if they preferred being the leader of the movement or the follower? Was it tricky to follow the movement? How did they ensure that they mirrored each other in their pairs? What worked well?

### **Follow-on discussion about *Walking Man*:**



Walking Man has something mirroring him in the play. Does it mirror him all the time?

What happens when Walking Man meets his shadow?

What had Walking Man's shadow being trying to do?

When are Walking Man and his Shadow able to work together?

# SHADOW PUPPETS



Image Courtesy of: <http://office.microsoft.com/en-gb/images/results.aspx?qu=scales+for+balance&origin=FX010132103#pg:7>

## Unit 4: Balance

### Focus: Light and dark exploring shadows

|  |  |
|--|--|
| Whole class activity<br>Pairs work<br>Independent work   | <b>Year groups:</b><br>1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> class   |
| <b>Curriculum links:</b> Strands and Strand Units  |  |
| <b>English:</b><br><br>Receptiveness to language<br><br>Competence and confidence in using language<br><br>Developing cognitive abilities through language<br><br>Emotional and imaginative development through language | Oral language: developing receptiveness to oral language<br><br>Oral language: developing competence and confidence in using oral language<br><br>Oral language: developing cognitive abilities through oral language<br><br>Oral language: developing emotional and imaginative life through language |
| Visual Arts: Drawing   | Making drawings<br>Listening and responding  |
| SPHE: Self-identity  | Self-awareness   |
| ICT  | Using computers or the interactive whiteboard to investigate shadows.  |
| Drama: Drama to explore feelings,  | Exploring and making drama   |



knowledge and ideas, leading to understanding

Reflecting on drama

Co-operating and communicating in making drama

**Learning Objective:** To make shadow puppets.

**Success Criteria:**

To create shadow puppets.

To think about a story they could tell using the shadow puppets.

To perform a shadow puppet play.

**Resources:** Paper, colouring pencils, scissors – used under adult supervision, straws, split pins if using, template from the British Museum link - [http://www.britishmuseum.org/pdf/CT\\_Shadow%20puppets.pdf](http://www.britishmuseum.org/pdf/CT_Shadow%20puppets.pdf), a large white sheet to create the shadow puppet theatre, a torch.

## SHADOW PUPPETS



# SHADOW PUPPETS



Image Courtesy of: <http://office.microsoft.com/en-gb/images/results.aspx?qu=scales+for+balance&origin=FX010132103#pg:7>

Lesson adapted from [http://www.britishmuseum.org/pdf/CT\\_Shadow%20puppets.pdf](http://www.britishmuseum.org/pdf/CT_Shadow%20puppets.pdf)  
[Online] [Accessed: 20th April 2011]

**Health and Safety:** Ensure the children are supervised by an adult when using the scissors to cut out the shadow puppets shapes.

**Introduction:** Welcome the class. Explain the learning objective to the class and share the success criteria.

## **Starter:**

Show the children examples of shadow puppets. These are available in the photocopiable section. Today the children are going to make their own shadow puppets and create a shadow puppet story. What characters could we have in our puppet story?

## **Main activity:**

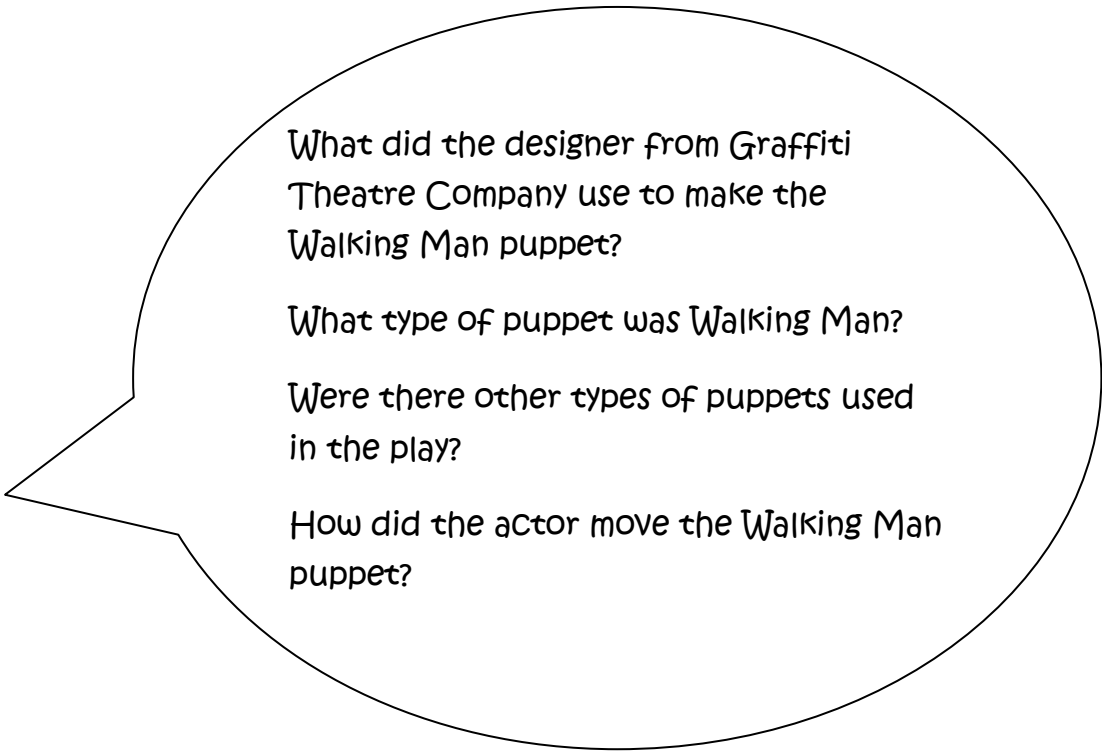
1. Show the children the template of the shadow puppet which is available in the photocopiable section. Explain to the children that shadow puppetry is used to tell stories in many cultures. The class are going to create their own shadow puppets and stories today.
2. On a large piece of paper, perhaps on a flipchart, draw an outline of a shadow puppet. Ask the children for suggestions. Explain that a shadow puppet has the limbs or hands attached separately using split pins and moved with a straw or lollypop stick.

3. Encourage the children to draw different animals and characters. Be aware of health and safety: if the children are using scissors and split pins, adult supervision is necessary.
4. Once the children have cut out their shadow puppets, the puppets can be decorated with different coloured paper or designs and split pins can be used to attach the head, arms, legs. Straws can be attached to the back of the puppet and the arms or legs with sticky tape. These will enable the puppet to move when the straw is moved.
5. A plain wall or a white sheet can be used to create a screen which can be used to perform a play or story with the shadow puppets.

### **Plenary:**

Give the children an opportunity to work in small groups to create a story or short play with their shadow puppets. The children could perform their plays or stories for the class.

### **Follow-on discussion linked with *Walking Man*:**



What did the designer from Graffiti Theatre Company use to make the Walking Man puppet?

What type of puppet was Walking Man?

Were there other types of puppets used in the play?

How did the actor move the Walking Man puppet?

# BALANCING THE CITY



Image Courtesy of: <http://office.microsoft.com/en-gb/images/results.aspx?qu=scales+for+balance&origin=FX010132103#pg:7>

## Unit 4: Balance

Focus: Balancing the city and the country

Lesson adapted from a Dorothy Heathcote workshop

Whole class activity  
Pairs work  
Independent work

**Year groups:**  
2<sup>nd</sup>, 3<sup>rd</sup> class

|  |   |
|--|---|
| <b>Curriculum links:</b> Strands and Strand Units  |   |
| English: Receptiveness to language<br><br>Competence and confidence in using language<br><br>Developing cognitive abilities through language | Oral language: developing receptiveness to oral language<br><br>Oral language: developing competence and confidence in using oral language<br><br>Oral language: developing cognitive abilities through oral language |
| Visual Arts: Drawing   | Making drawings<br>Listening and responding   |
| SPHE: Self-identity  | Self-awareness  |
| Drama: Drama to explore feelings, knowledge and ideas, leading to understanding  | Exploring and making drama<br>Reflecting on drama<br><br>Co-operating and communicating in making drama   |

**Learning Objective:** To work together to create space for the countryside in the city.

**Success Criteria:**

To talk and listen to each other's ideas about how the countryside and the city can work together.

To work together to create a balanced city and countryside using found materials.

To work in role as experts in city planning.

**Resources:** An open space or space cleared in the classroom, a large flat double sheet in any colour, lots of newspaper, found materials – old clean cartons, clean yoghurt pots, cereal boxes. Felt tip markers.

## BALANCING THE CITY

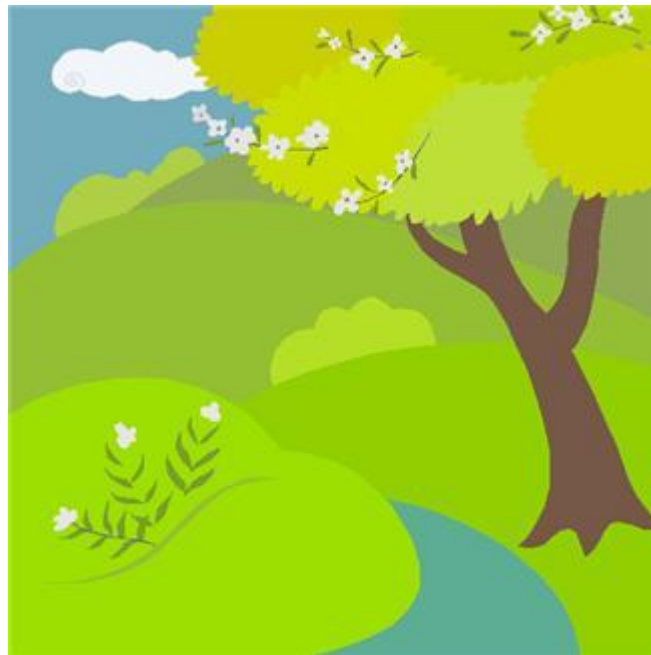


Image courtesy of: <http://office.microsoft.com/en-us/images/results.aspx?qu=landscape#ai:MC900435558> |

# BALANCING THE CITY



Image Courtesy of: <http://office.microsoft.com/en-gb/images/results.aspx?qu=scales+for+balance&origin=FX010132103#pg:7>

Lesson adapted from a workshop by Dorothy Heathcote using the Mantle of the Expert concept. The Mantle of the Expert information is available from: <http://www.mantleoftheexpert.com/> [Online] [Accessed: 26<sup>th</sup> April 2011]

**Lesson introduction:** Welcome the class. Explain the learning objective to the class and share the success criteria.

## **Starter:**

Remind the children to the world of *Walking Man*, discuss the grey colours in the city and the greens you could see in the countryside. Could you find green spaces in Walking Man's city? Can the class think of green spaces in their city or in a city or town they may have visited? What green spaces can you find in cities? Why might we need green spaces in a city? If possible this activity would be best in an open space like the school hall.

## **Main activity:**

1. Explain to the class that today they are going to create their own city and countryside using lots of different materials. Welcome the class as experts in architecture and city planning. The children in role as experts are going to create a balanced city.
2. The children will work together as a whole class to create the balanced city and countryside. Place a large, flat double sheet on the ground. Give the children newspaper and ask the children to crumple up the newspaper into different sizes.
3. Ask the children to kneel around the edges of the sheet and to look at the flat sheet and to imagine their balanced city. What can they see? Can they see where the buildings stand? Can they see where the hills and other mountains are? The teacher in role as an expert too

says, “We all know where the mountain is ...” The teacher asks a group of children to place the mountain in its place under the sheet. As the children decide where different features of the city lie place the crumpled newspaper in different parts under the sheet, slowly the city’s landscape will begin to appear.

4. Once the children are happy with the city’s landscape ask the children to draw onto the sheet. The children can draw roads, other green spaces and begin to add details using clean empty cartons to represent trees, people.

5. Explain to the children that it is their job as experts to ensure that the city has green spaces and that the people in the city can reach the country easily and the people in the country can reach the town easily. Ask the children to work in small groups and to decide where they live in this city. “

6. Ask the children to explain how they get to school/work/ to the park and to the countryside. Encourage the children to use directions. For example, I walk straight past the tallest building, turn right and then keep walking straight....” The children can work in pairs to explain their journey from their created city to each other.

### **Plenary:**

The children could create a game whereby they choose a location on the giant floor map of the city and their partner needs to guess their location using the language of directions and features on the city.

### **Follow-on discussion linked with *Walking Man*.**

Could you see green spaces in *Walking Man*’s city?

What parts of the city did *Walking Man* walk past every day?

What types of shapes were the buildings in *Walking Man*’s city?

How did walking through the countryside help *Walking Man*?

What parts of the countryside helped *Walking Man*?

# A THINKING WALK



Image Courtesy of: <http://office.microsoft.com/en-gb/images/results.aspx?qu=scales+for+balance&origin=FX010132103#pg:7>

## Unit 4: Balance

### Focus: Balancing our thinking

Lesson adapted from: <http://www.greatplanthunt.org/biodiversity> [Online] [ Accessed: 26th April 2011]

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|--|
| Whole class activity<br>Pairs work<br>Independent work |
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| <b>Year groups:</b><br>1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> class |
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|  |   |
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| <b>Curriculum links:</b> Strands and Strand Units  |   |
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SESE: Science: Living things

Plants and animals

**Learning Objective:** To go on a thinking walk.

**Success Criteria:**

To talk and listen to each other's ideas about trees and wildlife.

To observe different trees and look at their different shapes and sizes.

To draw pictures of the different trees or wildlife from their thinking walk.

**Resources:** A visit to the playground (if there are trees in the playground), a local park, a local forest or country park, ensure the children are aware of health and safety when going on a school visit, safe cross code, country code, paper and pencils, a basket for collecting leaves, pine cones, conkers or acorns.

## A THINKING WALK



Image courtesy of: Microsoft Word Clip Art

# A THINKING WALK



Image Courtesy of: <http://office.microsoft.com/en-gb/images/results.aspx?qu=scales+for+balance&origin=FX010132103#pg:7>

Lesson adapted from: <http://www.greatplanthunt.org/biodiversity> [Online] [ Accessed: 26th April 2011]

**Lesson introduction:** Welcome the class. Explain the learning objective to the class and share the success criteria.

**Health and Safety:** Prior to this lesson the teacher should plan and visit a local forest or country park, park, playground and carry out a risk assessment of the area. Gloves could be worn by the children on the thinking walk if collecting items from the forest or park.

## **Starter:**

Explain to the class that this year is the International Year of Forests. Forests are beings celebrated throughout the world. Ask the children if they have visited forests before? What types of wildlife and plants might we see and find in the forest? Listen to the children's suggestions and notes their ideas on a whiteboard or flipchart. Show the children images of forests and different trees, what do the children notices about the different trees? (If possible show the children pictures of the types of trees they will see on their thinking walk). Ensure the children are aware of health and safety when going on a thinking walk, the children should be aware of what is safe for them to collect on their thinking walk, they may only collect items that an adult says are okay to collect.

## Main activity:

1. Explain to the class that today they are going to go on a thinking walk. Ask the children what a thinking walk might be like? Explain the idea of a thinking walk to the class. The scientist Charles Darwin used to go on a thinking walk every day and sketch different plants and animals. Then he would think about the items he had drawn or collected. An explanation of a thinking walk is available on: <http://www.greatplanthunt.org/biodiversity> [Online] [Accessed: 29th April 2011]

Ask the children what we need to remember when we are going on a school visit, remind the children of the safe cross code and the country code when visiting wildlife areas. What types of things could the children collect from the forest? Some pine cones, leaves, acorns? Discuss what is safe for the children to collect in the forest. What types of things could the children sketch in the forest/park/playground? What might they need to bring on their thinking walk? Perhaps a magnifying glass, a notebook and a pencil?

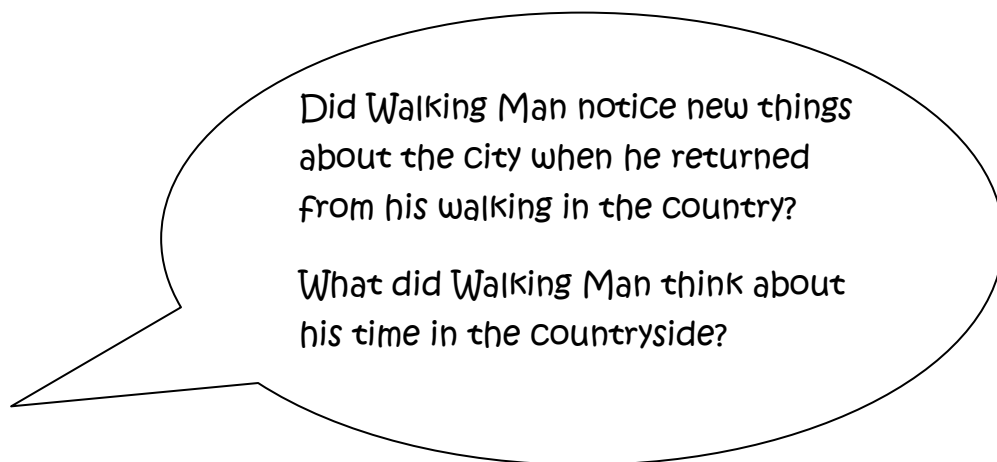
2. On the thinking walk ask the children to look at the different trees they can see. Can the children see any of the trees they spoke about in class earlier? Ask the children to choose a particular tree or leaf to sketch on their paper. What details can they see in the tree? Can they add these details to their pictures?

3. Under adult supervision the children could collect some leaves, acorns to investigate in the classroom.

## Plenary:

On return to the classroom the children could discuss their visit to the forest/park/playground. Ask the children if they would like to share their drawings and discuss their thoughts from their visit. The items the children collected could be investigated with the whole class in a session that day or the following day.

## Follow-on discussion linked with the play:



# JOURNEY STICKS



Image Courtesy of: <http://office.microsoft.com/en-gb/images/results.aspx?qu=scales+for+balance&origin=FX010132103#pg:7>

## Unit 4: Balance

### Focus: Balancing our thinking

Lesson adapted from <http://www.teachers.tv/videos/ks1-ks2-geography-journey-sticks> [Online]

[ Accessed: 26th April 2011]

|  |
|--|
| Whole class activity<br>Pairs work<br>Independent work |
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|--|
| <b>Year groups:</b><br>1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> class |
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**Learning Objective:** To make a journey stick of the school year.

**Success Criteria:**

To talk and listen to each other's ideas and thoughts about the school year.

To make a journey stick to show the new things we have learnt this year.

To talk about our journey stick and what we are looking forward to next year.

**Resources:** A space cleared in the classroom, lollypop sticks or a large roll of paper with a stick image drawn on to it, the children's work from the year, post-it notes, coloured paper, felt tip markers.

## JOURNEY STICKS



Image courtesy of: <http://office.microsoft.com/en-us/images/results.aspx?qu=drawing#pg:2|mt:1|>

# JOURNEY STICKS



Image Courtesy of: <http://office.microsoft.com/en-gb/images/results.aspx?qu=scales+for+balance&origin=FX010132103#pg:7>

Lesson adapted from: Lesson adapted from <http://www.teachers.tv/videos/ks1-ks2-geography-journey-sticks> [Online] [ Accessed: 26th April 2011]

**Lesson introduction:** Welcome the class. Explain the learning objective to the class and share the success criteria.

## **Starter:**

Show the children an example of a journey stick. This could be a picture of a journey stick or a journey stick made by the teacher. Explain to the class that you are going to make a journey stick of their three favourite things they have learnt this year. Ask the children for some examples of what they have learnt this year. Give the children some examples of what you, as the teacher, have learnt this year. Perhaps, how to draw a tree, bake a cake or work well with other people.

## **Main activity:**

1. Ask the children to talk to their talk partner or the person sitting beside them about three favourite things that have learnt this year. Ask the children if they would like to share some of their favourite things that have learnt this year with the class.
2. Explain to the class that they are going to draw a picture of their three favourite things they have learnt this year on post-it notes. They will stick their post-it note drawings onto lollipop sticks and they can then decorate the sticks with and post-it notes using felt tip makers, glitter, whatever way they wish. If you are using the roll of paper with a stick image drawn onto it the children can stick their post-it note drawings onto the paper and decorate the paper instead.

## Plenary:

Ask the children if they would like to share their journey sticks with the class.

Follow-on discussion linked with *Walking Man*.

What did Walking Man learn on his journey to the countryside?

What pictures could Walking Man draw and put on his journey stick?

What does Walking Man do now?

